

Butterflies Childminding Child Minding

Pitlochry

Type of inspection:
Unannounced

Completed on:
13 May 2025

Service provided by:
Agnes Kiss

Service provider number:
SP2023000280

Service no:
CS2024000071

About the service

Agnes Kiss provides a childminding service from her semi-detached property in Pitlochry, Perthshire. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age.

The service is close to the local primary school, parks, and town centre. The children are cared for in the living room, kitchen and a dedicated playroom and have access to a toilet. There is an enclosed garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 13 May 2025 between 11:30 and 14:30. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- spoke with three people using the service and reviewed three responses to our questionnaire from families.
- spoke with the provider
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met.
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- The childminders warm, friendly, and caring manner helped the child feel valued, respected, loved, and safe.
- Effective information sharing and positive relationships with families contributed to the childminder meeting children's individual needs very well.
- Children experienced a home from home environment that was clean, welcoming, and furnished to a high standard which supported children to feel relaxed, safe, and secure.
- There were no systems in place to monitor and evaluate children's progress and development.
- Children were leading their own play and learning and were fully engaged in their experiences.
- Self-evaluation processes should be implemented to help the childminder reflect and evaluate the quality of the service and identify areas for development and improvement.
- Strong relationships with families had been built which created a welcoming and inclusive ethos within the service.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1 - Nurturing care and support

Children benefitted from nurturing and positive attachments with the childminder. The childminder was kind and caring and responded sensitively to the younger children's cues and requests for comfort and support. The childminder skilfully responded to minor disputes over toys by offering reassurance and cuddles. This meant children felt included, loved and had a sense of belonging and resulted in children who were happy, confident, and settled.

The childminder knew the children and their families very well and confidently told us of their individual characters, likes and dislikes. They gathered important information about preferences and care needs which enabled the childminder to provide the right level of care and support. Effective partnership working with families ensured compassionate and continuity of care. This resulted in children who were nurtured and loved which fully supported their emotional development and wellbeing. Families' comments included, 'Agnes knows our individual needs and is attuned to us as individuals' and 'Agnes has a very strong bond with our children and plays a crucial role in their growth and development.'

Families provided meals and snacks for their children. At lunchtime, the childminder asked the children where they would like to eat their lunch. They suggested in the garden, and they happily sat at a small table in the shade which created a relaxed atmosphere. The childminder provided appropriate levels of support and encouraged children to be independent and responsible where possible. For example, choosing healthy options from their lunch boxes and putting them on their plate enabled them to eat at a pace that was right for them. This meant they developed life skills and experienced a sense of achievement. Lunchtime was a sociable and unhurried experience.

The childminder understood the importance of sleep for children's wellbeing. Their sleep routines reflected individual needs and families wishes. Children slept in a travel cot or on a sleep mat on the playroom floor which meant they could rest in a calmer and quieter environment. The childminder was aware of clothing that can potentially be hazardous to younger children when they sleep. Regular checks on the temperature of the room and children while they rested helped keep them safe. This approach followed safer sleep guidance and promoted good habits around sleep.

Children's health and wellbeing needs were being met as the appropriate procedure and permissions were in place for the safe administration of medication. The childminder was knowledgeable on how to share initial concerns on children's welfare and confident in child protection procedures. This contributed to keeping children safe from harm.

Quality indicator 1.3 - Play and learning

Children benefitted from the childminder's professional early years background. They had a good understanding of how children play, learn, and develop. Daily experiences were planned based on children's individual interests which promoted learning through active play and having fun. We saw children played happily and contently together throughout the inspection.

Children's learning and development was not yet being formally observed and monitored. The childminder showed us a template of a system they planned to implement. We encouraged the childminder to start using this system and include strategies of how they will support children and identify next steps in development as part of children's personal plans. Successes and achievements should be shared with families. We reminded the childminder that personal plans should be reviewed and updated at least every six months or as children's needs change (See area for improvement 1).

The childminder promoted language and numeracy well. They repeated words and numbers and waited for the appropriate time for children to respond to questions. Children sang songs and played with alphabet flash cards. Posters on the playroom and kitchen walls displayed numbers and letters. These experiences helped develop children's early skills in language, literacy, and numeracy.

Children enjoyed regular activities in the local area. For example, attending toddler groups, visiting the nearby park, enjoyed walks and trips to the local shops. This supported the children to maintain positive connections with their local community.

The childminders dog, Lily, was extremely calm and very well behaved. When they arrived back from a walk with Lily, she patiently sat at the front door until the children were inside and had taken off their shoes. Lily lay under the bed in the childminder's bedroom for most of the inspection and only appeared when the children invited her into their play. Children were fond of her and were learning safe and positive behaviours around dogs.

Areas for improvement

1. To support children's overall wellbeing, the provider should undertake observations of children's play and learning, identify and monitor next steps in development. Children's achievements should be shared with their families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2 - Children experience high quality facilities

The childminder had created a warm, inviting, and homely environment for children and families. The children played in the lounge, kitchen, and dedicated playroom. The layout of the childminders home enabled children to move freely around and independently select where they wanted to play. Comfortable furnishings in the lounge gave children space to rest and relax. This meant children had choice of where to play and demonstrated to children they mattered.

Children were engaged in their play. Resources were easily accessible, promoted choice and empowered children to lead their own play and learning. They had fun as they confidently played musical instruments and danced around the kitchen.

In the garden the children played with sand and were busy transporting water from a basin to a water wall where they enjoyed watching the water fall in stages through various resources. Children benefitted from a small range of loose parts and natural materials which encouraged their curiosity and problem-solving skills. We suggested that the childminder enhance their provision of real-life experiences and open-ended materials in both the indoor and outdoor environments. This would help inspire children's imaginative and creative play further.

Effective systems were in place to reduce potential harm to children. The childminder had developed risk assessments for their home, garden, and outings within the community. The childminder closely supervised the younger children when in the home. Steps leading up to the front door had been considered as unsafe. The childminder had added a larger baby gate at the top of the steps to ensure children's safety when leaving the home. This meant risks and hazards to children were minimised which positively supported their wellbeing and safety.

The childminder understood their responsibility in keeping children and family's personal information confidential. They stored all documents securely and used social media safely in agreement with families.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality indicator 3.1. - Quality assurance and improvement are led well

The childminder had aligned their statement of aims and values with the wellbeing indicators. For example, they explained how children would be kept safe, nurtured, and respected when attending the service. We found that these were reflected in the kind and caring interactions we observed throughout the inspection. Additionally, this meant families knew what to expect from the service and were able to make informed choices about their children's care.

Families were provided with a range of policies and procedures when they started. Some needed further detail to support practice and positive outcomes for children. For example, the lost child policy should include clear procedures to contact the relevant people and enable the appropriate action to be taken if needed. We encouraged the childminder to review and develop their policies and procedures as the service progresses to further support their practice.

The childminder was honest about having not used reflective practice to plan for improvement in a structured way. We discussed how the expectations in relation to children's care and support in early learning and childcare are set out in the Health and Social Care Standards and the Care Inspectorate's: A quality framework for daycare of children, childminding, and school-aged childcare. Both documents support reflection and continuous improvement for childminder settings. Furthermore, we signposted our document 'Self-evaluation for improvement - your guide.' We asked the childminder to consider these documents, and areas for improvement identified within this report to support them with continuous improvement (See area for improvement 1).

The childminder had not yet implemented systems to formally involve children and families in identifying what was working well in the service and what needed to be improved. We suggest ways in which this could be achieved to support the childminder with their improvement plans (See area for improvement 2).

This was the childminders first inspection.

They were organised, open to professional discussion and recognised the need to continue develop the service to further improve outcomes. This demonstrated a commitment to improvement.

Areas for improvement

1. To improve outcomes for children, reflective practice and self-evaluation systems should be developed. The provider should become familiar with best practice guidance and use this to reflect on the service and plan for continuous improvement.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. To support continuous improvements the provider should develop systems to formally gather the views of children and families. They should use the information gathered to reflect on their practice and influence positive change within the service.

This is to ensure the quality of care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am actively encouraged to be involved in improving the service I use, in spirit of genuine partnership' (HSCS 4.7).

How good is our staff team?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 4.1 – Staff skills, knowledge and values

Children benefitted from a compassionate and responsive approach from the childminder which supported their overall wellbeing. The childminder was kind and effectively supported children to manage their emotions and feelings. For example, sensitively asking them to share resources and respect each other's wishes. Warm and positive interactions resulted in children who were confident, happy, and felt safe and secure.

The childminder read emails and updates from the Care Inspectorate and Scottish Childminding Association (SCMA) to keep them informed of developments within the sector. The childminder told us; they had formed positive relationships with other local childminders and the local nursery staff. They valued their support and found discussions helpful for sharing ideas and talking about new and updated guidance.

The childminder had a professional qualification and experience working with children. They had completed mandatory training including paediatric first aid, and child protection since registering as a childminder. They recognised they needed to continue to develop professionally. We encouraged the childminder to access our website and further training. This will support them to enhance outcomes for children and extend their knowledge (See area for improvement 1).

Families benefitted from a childminder who valued partnership working as important to children's wellbeing. They were skilled at building strong relationships with families which created a welcoming and inclusive ethos within the service. Families that responded to our questionnaire held the childminder in high regard.

Their comments included. 'We trust Agnes implicitly to take the best care of our children. They are safe, happy, and their welfare is always the topmost priority,' 'Agnes is very warm and friendly person, and I feel very comfortable with her looking after (child's name)' and 'Agnes is warm, kind and understanding. It is a such blessing to have such a wonderful person help take care of our babies.'

Areas for improvement

1. To continue to support children's learning and development, the childminder should access further training and professional development and apply their learning in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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